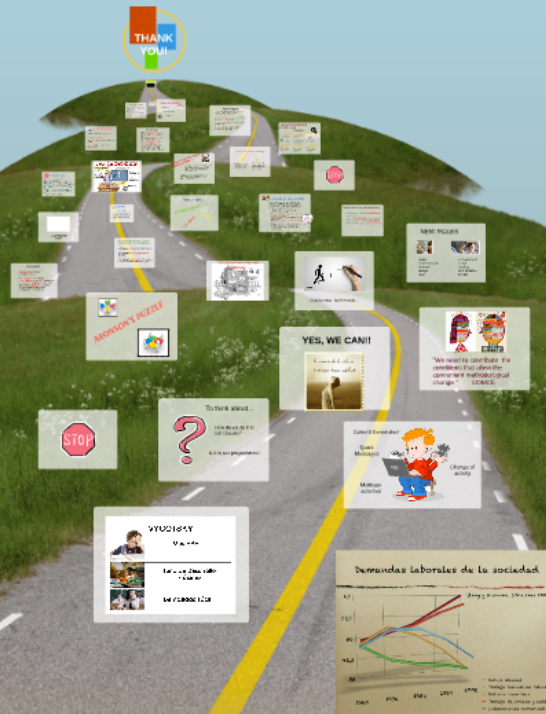




The way to



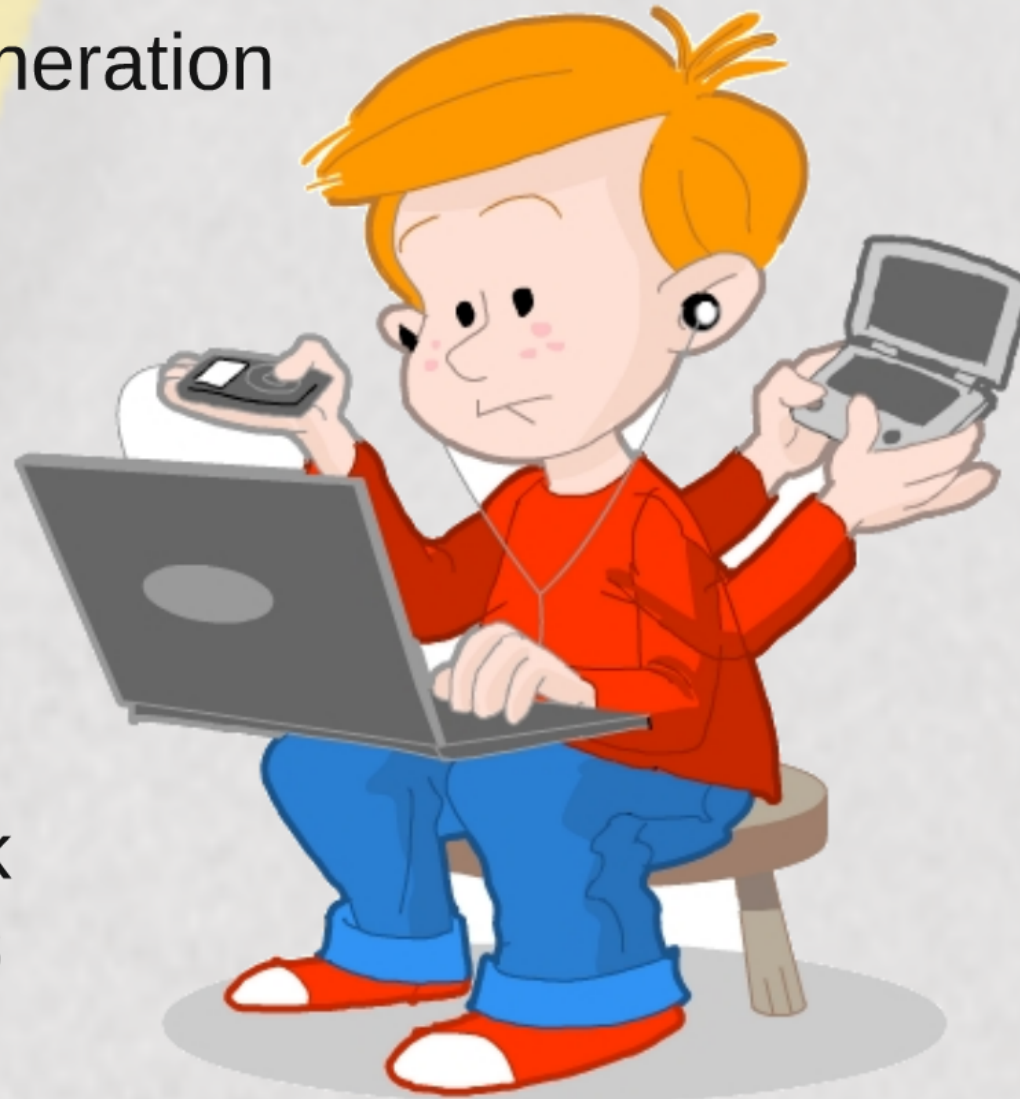
Cooperative Work



Current Generation

Quick
Messages

Multitask
activities

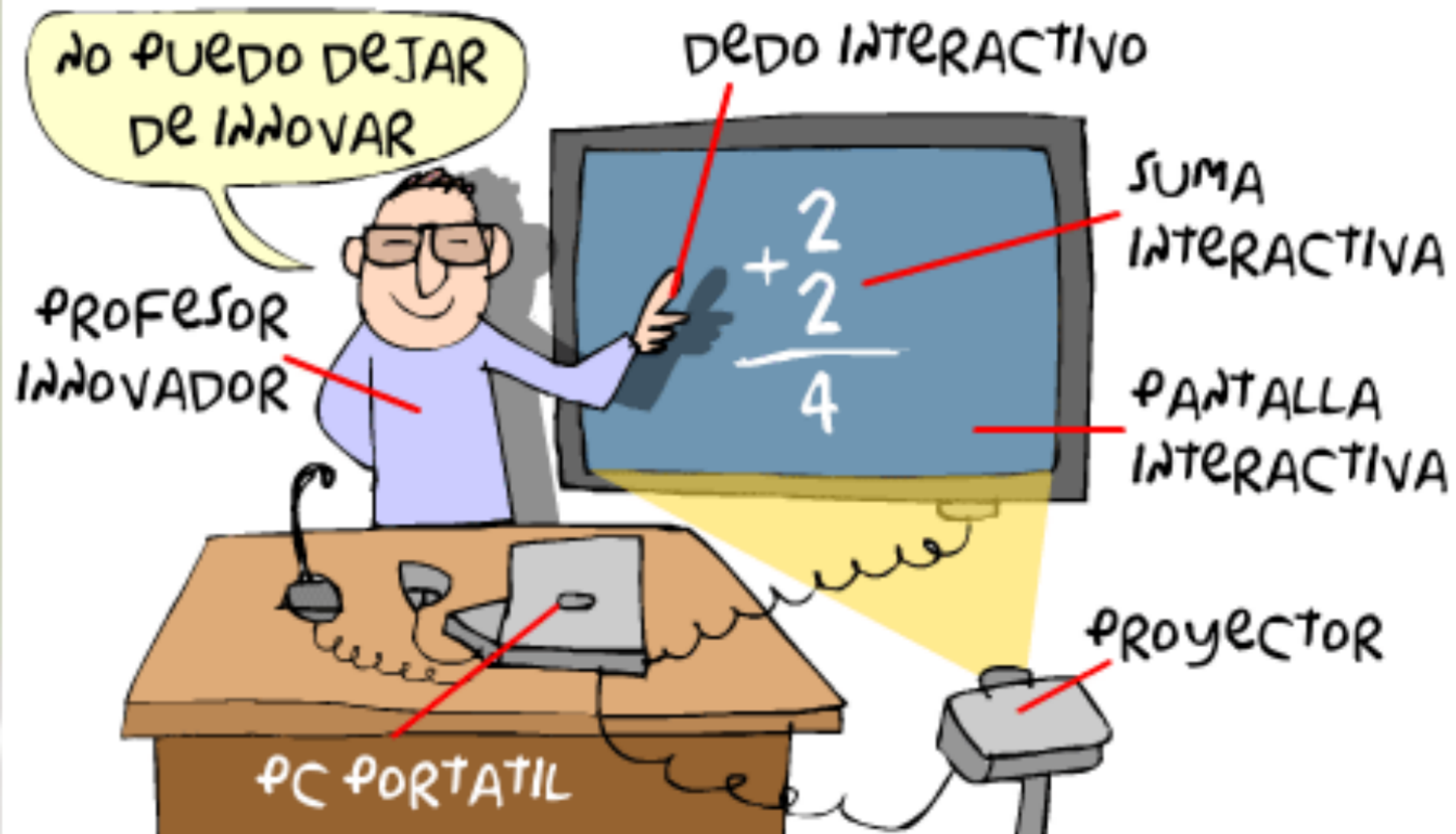


Change of
activity

*This doesn't work like this
anymore!*



EDUCATIVE INNOVÉISION



Some years ago, Harvard Business School named 10 skills that its students should be able to manage:

Persuading others that what is proposed is the correct option

Formulating questions that challenge the pre-conceived idea

Finding an ideal solution to solve problems using intuition and common sense.

Working in a team without having a guide

Arguing about techniques and matters in public with the objective of making a decision.

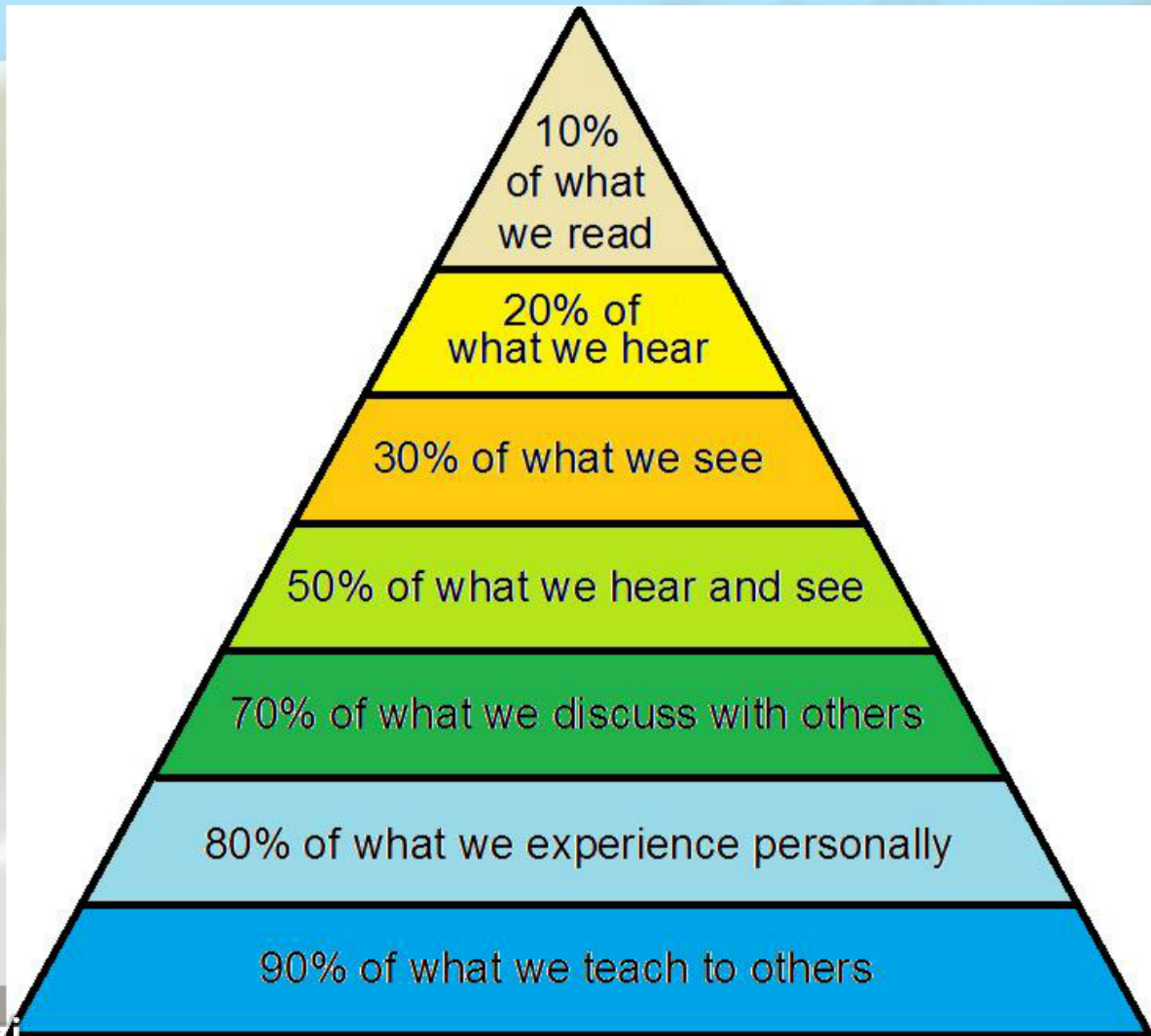
Being able to quickly deduce the useful information from a great amount of information.

Thinking in an inductive, deductive and dialectical way.

Being able to reorganize well-known information and create innovative concepts from it.

Defining a problem without needing other people's help

Working completely alone



VYGOTSKY

Muy difícil



**Zona de Desarrollo
Próximo**



Demasiado Fácil





"We need to contribute the conditions that allow the convenient methodological change " LOMCE

To think about...



How do we do it in
our classes?

Is it in our programmes?

YES, WE CAN!!



NEW ROLES



guide
make it easier
observe
design
plan



self-sufficient
active
leading
with initiative
thinker



Step by step, but forwards...

It is a complex and difficult model pattern that involves three connected applications :

1. Changing *the view* (and mindset and ...)
2. Changing the *technical-pedagogical* decisions
3. Changing the *organization* in the classes, the schools and the educational system.





COOPERATIVE WORK

Goals in Cooperative Learning

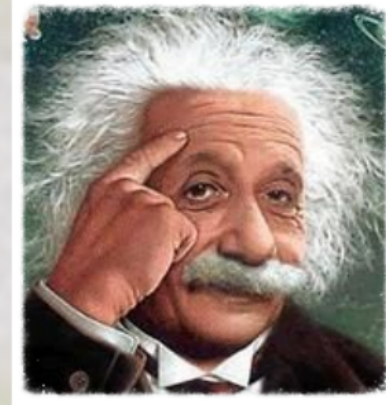


Expected learning
in relation to the
curricular content.



Development of
social abilities as a
basic requirement
for learning.

Based on the Theories of Social Learning:



Jean Piaget: *"knowledge and learning are not a copy of reality but an active structure of the individual in interaction with their social and cultural surroundings".*

Vigotsky: *"in the social field, people get involved in the joint action of activities that allow the most prepared person can help the others to build together their knowledge".*

SOCIAL ORGANIZATION IN THE CLASS



Structures



Competitive

Some against
others
Goals for a few

Success for some
and failure for
others.

It is assessed from
the best to the
worst.

Individualist

Alone

They look for their
own success.

My profit doesn't
affect the rest

It is assessed
comparing with
criteria

Cooperative

Together

Shared goals.

Success for
everybody(my profit
is also yours).

It is assessed
comparing with
criteria.

In the format of an educational Unit...

- Which moment should **the whole class** participate in ?
- When will **team activities** be required?
- When should they study **individually**?
- When should I **meet** with each of them?

Goals in active methodology

Pupil responsible for his learning taking on an **active role**

Activities for exchanging **experiences and opinions** with their classmates

They **think about** what they have done.

Interact with the surrounding influencing socially and professionally.

It develops **autonomy, critical thought, collaborative attitudes and self-assessment.**

REALLY IMPORTANT



Silence Control

Time Control



Set up rules



ARONSON'S PUZZLE



Types of group

informal group

formal group

core group

informal group

- **temporary** groups that last **only one session** to get the objectives of shared learning.
- To **focus the attention** of pupils on the subject that is going to be learned.
- **To create new expectations** and a mood that leads to learning.
- **To be sure** that pupils have a cognitive development of the subject.

formal group

- together for **one or two sessions**.
- to **get the objectives of shared learning** and to conclude some tasks or specific works together.
- these formal groups **are the basis** of all the other cooperative methods.
- they are **organised by pre-educative decisions**, establishing the task and the cooperative structure.
- **supervising** the groups while they are working and **participating** to improve the implication and the group work and **assessing** both the learning and the working of the group.

core group

- **long period group** (at least a semester or a year.)
- with **steady members** whose **responsibility** is to give each member the **support, encouragement and help** that they need to **improve** in class and to achieve a cognitive and social development in a healthy way.



REALLY IMPORTANT!!

- Organization of the class: **organised pairs.**
- **Active** role of the **teacher**
- Different **roles** of the **pupils** in a group (they may alternate)
- Assessment: Include **a mark** to assess **cooperative work**





THANK
YOU!

